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ABSTRACT

This report describes a teacher evaluation instrument for identifying educationally disadvantaged children. Also described are proposed and existing projects for fiscal year 1970, among which is an after school study center which will provide reinforcement for children retarded in reading and arithmetic skills. Other projects include a home reading language project for children in grades K-2, a behavior management in-service training program for teachers, a human resources program which aims at helping parents to become involved in their children's education, a class for emotionally disturbed children, a tutorial program which pairs college students from Carthage College with underachieving junior high school students, a preschool program, a summer school program for junior high school students who have been involved in court cases, and, finally, a program for training high school tutors. Appended is a breakdown of the proposed budget for 1969-70. (KG)

ED038453

Unified School District No. 1
Racine, Wisconsin
Title I E.S.E.A.

PROJECT DESCRIPTION

FY 1970

UD009888E

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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The Title I Advisory Board plays an important role in the determination of the final proposal that is recommended to the Unified School District Board of Education for approval. The parents of children participating in the Title I programs have become increasingly more interested in serving on the Advisory Board.

The members of the Advisory Board are as follows:

Mrs. Annie Burrage
Jefferson School District Parent

Mrs. Helen Castaneda
Home Reading-Language Project Aide

Mr. Roger David
Catholic Education Council

Mr. Ernest Denny
Racine County Community Action Program, Inc.

Mrs. Borice Fason
Garfield School District Parent

Mr. Samuel Ford
Stephen Bull School District Parent

Mr. Alfred Held
Director, Title I

Mr. Wilbur Johnston
Racine Urban League, Inc.

Mr. Roger Jones, Principal
Garfield School

Mr. and Mrs. Patrick Jordan
Janes School District Parents

Mr. John Kearns
Taylor Children's Home

Mrs. Donna Lang
Lincoln School District Parent

Mr. Arthur Malin
Racine United Community Services

Sister Michelle, Principal
St. Catherine's High School

Mrs. Hazel Nesbitt
Winslow School District Parent

Mrs. Elsie Nielsen
Home-School Worker

Mrs. Virginia Poole
Howell School District Parent

Mrs. Joan Rather
Title I Program Teacher

Mr. Cameron Smith
Assistant Director of Instructional Services
Unified School District No. 1

Mr. Jerome Sullivan, Principal
Stephen Bull School

Mr. Julian Thomas
National Association for the Advancement of Colored People

Mr. Neil Vail
Language Arts Consultant
Unified School District No. 1

Sister Jean Verber
Holy Name Catholic School

Mrs. Ruth Weyland
Racine Environment Committee

The members of the Advisory Board represent various community agencies, parent groups, teachers, principals, consultants, and Title I employees and serve as a liaison between those groups and the Title I program.

In addition to this line of communication with those agencies interested in the welfare of the children in the poverty areas, the principals of the inner city schools participated in a subjective evaluation of the present program as well as the preliminary planning for FY 1970.

The assessment inventory, which had been developed in 1968 by a sub-committee of the Advisory Board, was again used as a basis for determining the most pressing needs of educationally disadvantaged children who are to participate in the Title I program. (The assessment inventory will be refined and condensed into an instrument that can be readily used each year for the identification of children who are seriously disadvantaged.)

As a result of the preliminary meetings, a draft proposal was presented to the Advisory Board for its consideration. Priorities were established and the proposal was revised resulting in the preliminary project application submitted to the State Department of Public Instruction.

Upon receipt of the approval of the preliminary draft by the Department of Public Instruction, the Advisory Board suggested further revisions resulting in the recommendation to the Board of Education of the proposal for FY 1970 in the amount of $312,457.00.

Throughout the year cooperative planning and liaison activities existed among the directors of the federally funded Head Start, Follow Through, Title III programs and the Assistant Director of Instructional Services for the Unified School District.

This year the assessment inventory, administered in the spring of 1968, was used to define the major needs of the target population. Teachers had rated relevant student characteristics and compiled various data on each child relevant to the problem.

The items used as criteria for the teachers rating scale were taken directly or in modified form from scales existing for such purposes and from items based on the literature on "Disadvantaged Students."

The format of the rating scale was a criterion statement, followed by a seven point continuum with the extremes of the continuum as precisely defined as possible. An example of an item would be:

Does the child tend to worry or is he self-confident?

Constantly worrying, has many anxieties _____ : : : : : : _____ Child is self-confident, shows appropriate and realistic worry or concern

The major variables on which the teachers were asked to rate their students were:

a. Ability to verbalize
b. Social relationships
c. General self-concept
d. Academic self-concept
e. Attitude toward school
f. Classroom behavior
g. Attitude toward adults
h. Attendance and tardiness
i. Psycho-motor development
j. Music activities and skills
k. Art activities and skills

Each teacher in those public schools housing Title I target populations filled out the rating for each student in the class. Those parochial or private schools who wished to cooperate in the project had their teachers fill out the scale for those students they considered to be educationally disadvantaged. This was done for approximately 5000 children in grades K-6.

In addition the following data was also collected on the children:

a. I.Q.
b. Sibling rank
c. Racial characteristics (Caucasian, Negro, Other)
d. Father absent - Mother absent
e. Standardized Achievement Test results (recorded in months above or below the appropriate grade equivalent norms by subtest)
f. Mobility factor
g. Attendance for past year

The basic assumption in analyzing the data was that the key factor was academic achievement. Thus an attempt was made to identify those factors, other than achievement, which could be identified as having a strong empirical relationship to academic achievement. Thus, all of these factors were placed in a correlational matrix for analysis purposes. Out of this three factors or clusters were identified, other than I.Q., which showed such a relationship. These clusters were:

a. Verbal expression or language ability
b. The child's perception of himself as a student
c. The student's lack of appropriate study behaviors and related skills that facilitate learning

These were the three factors that consistently showed relatively high correlations with achievement across the several grade levels studied. Various other forms of analysis were then used to serve as a check on the findings of the matrix analysis. These further procedures verified the original conclusions.

The results of the standardized testing program for the Unified School District showed many students were testing six months to twenty months below grade level in reading, language arts, and arithmetic at second and third grade; eleven months to thirty months below grade level at the fourth grade; sixteen to thirty-five months below grade level at the fifth grade; and twenty-one months to thirty-nine months below grade level at the sixth grade.

It was felt that the information contained in these findings would certainly provide the basis for the continuation of those programs originally designed to meet the needs of educationally disadvantaged.

The Teacher Rating Scale Assessment Inventory will again be administered in a condensed version in FY 1970 to determine the reliability of the findings and to give us new information about students heretofore not inventoried.

PHASE I - STUDY CENTER PROGRAM

An after school study center program will be established in each of the inner city schools. The activities will be primarily of a remedial nature for children in grades three through six from public and non-public schools.

The goal of the program is basically to raise the academic achievement level of these children. It is hoped that as a consequence of increased school ability the children would develop higher self-concepts, better attitudes toward school, and higher vocational aspirations.

The after school study center would provide a setting in which efforts could be effectively channeled into remediating learning deficiencies, building effective study behavior as well as increasing academic achievement.

A major feature of the study center is the emphasis upon a systematic structuring of the learning experiences. This structure begins with a careful diagnosis of the student's functioning level in the content areas of reading and arithmetic. Individual courses of work are to be prescribed. The attempt will be made to select and sequence the assignment in such a way as to increase the level of difficulty gradually. Each lesson should focus on a new thought or skill to be learned.

Teachers will be provided with a daily log to keep a record of the student's correct response rate for each activity. The daily rates can be graphed to show the child and the teacher the performance curve over a period of time. Error rate could also be plotted. The rates -- decrease in correct response rate, a disproportionate increase in error rate -- can be used in the diagnostic aspect described earlier.

Another major use of the rate data is to facilitate the program of a planned token reinforcement system which is designed to overcome the low motivational level with respect to academic achievement. This can be accomplished by providing reinforcement for successful productivity that is concrete and immediate. The problem of immediacy is handled by the token aspect. Points are received immediately upon completion of work. Tokens are reinforcing only to the degree that they represent the opportunity to obtain, by exchange, materials or experiences that are reinforcing to the student.

Several levels of reinforcers have been planned. Level I is made up of the daily snack of a sandwich, milk, fruit, and a cookie for which the points could be redeemed. Potato chips, soda, peanuts, pop corn, and such items would also be available.

Level II involves items which would be available for which the students begin to save tokens (points) introducing the concept of self-management and delayed gratification. Items at this level of reinforcement would include paper, pencils, crayons, magic markers, scotch tape, novelties (barrettes, rings, postage stamps, Tell A Tale books, picture frames, whistles, and the like.) Children would be able to recommend articles which would be of interest to them.

Level III involves "high interest areas" where one might find tape recorders, Polaroid cameras with film and flash bulbs, science kits, games, weaving and sewing kits, manipulative mathematical materials, etc. Students could use their accumulated points to purchase time in the interest centers at specified times or at times negotiated with the teacher. The student might also purchase the time of an aide to play a game, to set up a science experiment, or to just plain talk with.

Level IV involves the savings of tokens for use on a possible bi-monthly shopping trip up to the value of the token savings. If the tokens have not been spent for levels II or III, then that same amount would be available for the shopping trip.

Level V requires long range goal setting and savings on the part of the participants. The reinforcers would be field trips to the swimming pool, bowling alley, basketball game, restaurant, horseback riding, etc. which would be negotiated with the teacher prior to the start of the long range savings program.

Tokens can be earned only through performance that is of acceptable quality. Reinforcement is made contingent upon performance.

As the child progresses in the program, a gradual "thinning out" of the extrinsic rewards would be instituted to place more and more reliance on the generally accepted rewards of success, praise, acceptance, and self-satisfaction for quality performance.

Eight teachers, each with an aide, will work with 10-15 children from 3:30 to 5:30 daily throughout the school year.

Teachers will prescribe appropriate learning experiences for each individual child based upon the extensive diagnosis made at the outset of the program. Specific materials of instruction related to the particular need of the child will be used. SRA Reading Laboratories, McMillan Reading Spectrum, Sullivan's Programmed Readers, The Readers Digest Skill Builders, Sullivan's Programmed Math Books, Lennes Mathematics Practice Materials are examples of materials available to help teachers identify appropriate learning experiences. Locally produced materials in reading and mathematics are available. In the absence of appropriate instructional materials, teachers will produce relevant and meaningful exercises for the children.

Motivated by the reinforcement program, children will be working independently, after instruction, to qualify for the reinforcers of his choosing.

Children selected to participate in this program must be severely retarded in their academic achievement in reading and arithmetic and must be willing, along with their parents, to attend regularly. Children in the previous year's program would have a high priority in the selection of participants.

Communication between the study center and the home school teacher is imperative to the success of helping the child in a coordinated and supportive program.

Children in private schools who meet the criteria for selection will be invited to participate as in previous years.

PHASE II - HOME READING LANGUAGE PROJECT

Children having specific needs in reading and language development in kindergarten and in grades one and two will be selected to participate in daily practice sessions in the home with a parent and in frequent sessions in school with an aide. Children having brothers or sisters in other phases of the project will receive priority consideration.

Parents will receive on-going help and training in the use of appropriate material and methods relevant to the needs of the child and supplementing the activities of the classroom. Flash cards, "trade" books, word wheels, phonics games, sentence boards, records, tachistoscopic materials will be designed by the supervisor. The aides will instruct the parents as to their proper use. Activities will be associated with the ongoing instructional program using the basic reading material as well as specialized materials.

Parents will receive ideas and suggestions designed to improve the relationship between parent and child providing for a more supportive and encouraging atmosphere to enhance the learning process of the student. Parents will be able to meet in small groups to share experiences and to be presented with new ways of entering into meaningful dialogue with their children.

Specific activities ranging from listening to the child read to engaging in verbal interpersonal communication with the child will be determined cooperatively by the supervisor of the program and the classroom teacher. The supervisor and/or the aide will communicate with the parent.

Parents will record on portable, battery operated tape recorders some of the daily sessions with the child in the home. The tape recorder serves as a motivator as well as a monitor so that the aides may be able to analyze the sessions in terms of established purposes. The data thus obtained will be used to continually evaluate the practice sessions and prescribe corrective procedures or advanced activities for the home program.

The staffing of this program will include 16 aides selected from the neighborhood of the schools who will work, under the guidance of the program supervisor, with the teachers, the parents, and the children.

The selection of approximately 200 children involved in this program will be based upon the teachers' recommendation. Children who find it difficult to maintain the level of reading achievement normally ascribed to a given grade as determined by standardized test results will be eligible for participation. Children who qualify and who participated in the program previously will be given top priority.

Parents and teachers in their responses to opinion surveys strongly advocated the continuance of this program in an effort to help keep these children from becoming "drop outs" in the later elementary years.

Certainly much is being written in the literature regarding the efficacy of working with young children and with their parents to affect some changes in attitude and readiness for school life.

PHASE III - BEHAVIOR MANAGEMENT IN THE CLASSROOM

This program has been designed for the purpose of providing an in-service training program for teachers of the inner city in the application of basic reinforcement techniques in systematically altering those behaviors of children which prevent learning in the classroom. These techniques are based on extensive experimental research on human behavior in controlled laboratory settings.

The task of introducing these reinforcement techniques and to direct the teacher in the application and maintenance of these methods is that of the Behavioral Analyst. This person has been trained in using these methods with children as well as teaching those persons in the child's environment who have daily contact with the child and would be most likely to effect the necessary change and maintain appropriate behaviors.

The Behavioral Analyst is responsible for training six full time classroom observers. The duties of the observers are to record the specific behaviors emitted by the child which are to be modified, and to record those factors in the classroom environment which seem to be strengthened. The observers will also organize the observation data in quantitative form and record the information on cumulative or frequency graphs. In some instances the observer may be called upon to participate in the intervention plan as a dispenser of contingent social reinforcement.

Instructional materials to be used by the Behavior Analyst are:

1. Professional journal subscriptions
2. Recent publications on current research in Behavior Modification
3. General audio visual supplies to be used for formal presentations to teacher groups. This would include transparencies, picture slides, art supplies, etc.

Teachers learn to use reinforcement techniques through implementing an intervention plan which systematically uses teacher attention as a contingent reward for appropriate classroom behavior. Discussions with the Behavior Analyst as the process of intervention proceeds will give the teacher further understanding as to what kinds of contingencies in the environment are effecting a change in the child's behavior. In addition, supplementary reading material in case studies in behavior modification will be provided for the teacher. The Behavioral Analyst will communicate the results of the classroom intervention to unit groups and school faculties so that other teachers will be able to gain a better understanding of the use of contingencies and be aware of the fact that the control of classroom behavior is a function of the teacher's behavior and the environment she provides for her children.

The Classroom Intervention service is available to all teachers in the inner city schools in kindergarten through the sixth grade.

PHASE IV - HUMAN RESOURCES COORDINATOR

This is a continuation of a Title I project activity which has been in operation for several years. The title has been changed (formerly Home-School Worker) to point up the emphasis on the objective of involving parents to a greater degree.

The coordinator assists parents of educationally disadvantaged children in the project area to become more informed, more supportive, and more involved with the school program. Parents having children in any phases of the project will receive special consideration.

The coordinator welcomes new families to the school community, explains school policies and programs, assesses the talents and skills of the families, arranges for their participation in school activities, assists needy parents to receive help from the proper community or social agencies best able to handle the problems, arranges for parent meetings to discuss concerns relevant to school and personal life, and generally, serves as a liaison between the school and the home.

Ten Human Resources Coordinators are selected from the neighborhoods of the project area schools to work with the parents and personnel of that school. One of the Coordinators with a Spanish-American background and with a Spanish language fluency will serve the entire project area.

The program services children in the project area schools from kindergarten through grade six. Approximately 800 children are involved.

PHASE V - EMOTIONALLY DISTURBED CLASS

This is a continuation of an existing program for emotionally disturbed children residing at the Taylor Children's Home.

Institutionalized children whose emotional and behavioral problems cannot be adequately cared for within the normal school environments are assisted to prepare themselves for a return to the regular school setting.

Children participate in instructional activities which are closely related to the regular school program in tutorial, individualized, and small group activities designed to develop self-confidence and positive attitudes through "success" experiences.

The teacher will work closely with the faculty of the public school to which the participating children will return and also with the staff of the Children's Home in an attempt to coordinate the program for the maximum benefit to the child.

One teacher works with children, for the most part, in grades three through nine, using materials provided by the Unified School District. Some supplementary instructional materials, such as the Readers Digest Skill Builders, SRA Reading Laboratories, Lennes Pads, and Programmed Geography Books are provided through the expenditure of Title I funds.

PHASE VI - EXTENDED DAY-CARTHAGE COLLEGE COOPERATIVE PROGRAM

This program, also a continuation of an existing project, involves selected students from two junior high schools who participate in weekly activities with volunteer students from Carthage College in Kenosha, Wisconsin.

College students are paired with junior high school students in a one to one relationship for the purpose of establishing a close rapport enabling effective and meaningful dialogue and activity relevant to the needs of the junior high students to take place.

The junior high school students are transported once each week to the campus for the meeting with the college "buddy." Adult supervisors are employed under Title I to identify, counsel, and supervise the junior high students.

Approximately 90 students are selected on the basis of a general lack of responsiveness to learning and on the basis of an observable need to relate closely with an older, more stable, achievement oriented adult.

PHASE VII - EARLY CHILDHOOD EDUCATION

A committee of educators, parents, community leaders and members of the Head Start and Follow Through staff will be formed, utilizing the resources of the community as well as specialists in early childhood education in planning a program to be designed to prepare pre-school children for their admission to the formal school program. The work of the Home Reading Language program will serve as a resource in the consideration of the committee. Recommendations of the committee will be used to implement a program for the school year 1970-1971.

PHASE VIII - SUMMER PROGRAM FOR JUNIOR HIGH STUDENTS

Junior high school students involved in court cases could be assigned to the program as part of their probationary program, especially if they are truant cases. Many such cases are in need of remedial help, and different approaches. Lack of room at Wales makes probation time even more critical. The scope of this program is supported by the Office of Urban Concern as well as Judge Ahlgrimm.

Other seriously disadvantaged students would participate in the program in addition to the "court case" students. The program could service approximately 50 students.

Part of the day would be spent in remedial work in basic subjects. Part of the day would be spent in some other area of the student's interest.

High school credit could be earned for any of the areas successfully experienced.

Consideration needs to be given to the development of a "relevant" curriculum: the development of bridges to the rest of the community and greater openness in the school to outside persons and activities -- provision for work study programs and community service programs.

It is imperative that teachers expect more from these students and develop positive attitudes towards them.

The administration of St. Catherine's High School has offered their facilities for the offering of this program. The plan is to pay a token rental fee of $1.00 to fit the requirement of a public school facility for the conducting of the program during the summer period.

TITLE I E.S.E.A.

BUDGET

1969-1970

Administration - #100		
Administrative Salaries		
⅓ Director	$ 6,500.00	
½ Fiscal Officer	7,900.00	
Administrative Clerical		
2 Secretaries	11,790.00	
Audit	400.00	
Administrative Travel Expense	1,238.00	
Administrative Supplies	300.00	$28,128.00
Instructional - #200		
Follow Through	31,000.00	
Title I Supervisor Salary	12,000.00	
Title I Study Center Salaries		
8 Teachers	33,000.00	
Substitute Pay	2,000.00	
Study Center Aides Salaries		
8 Aides	8,144.00	
Home Reading-Language Project Supervisor	9,000.00	
Home Reading-Language Aides Salaries		
16 Aides	48,840.00	
Home Reading-Language Project Clerk - ½	1,600.00	
Behavior Analyst	8,300.00	
Behavior Analyst Aides Salaries		
6 Aides	12,210.00	
Behavior Analyst Clerk - ½	1,600.00	
Human Resources Coordinators Salaries		
10 Coordinators	24,420.00	
Emotionally Disturbed Class Salary	8,600.00	
Summer School Teachers Salaries		
8 Teachers	9,600.00	
Summer School Aides Salaries		
10 Aides	3,300.00	
In-Service Salaries	3,000.00	
Evaluation Assistant - ⅓ Salary	3,000.00	
Evaluation Clerk	3,000.00	
Carthage College Cooperative Program Salaries	1,500.00	

Instruction continued

In-Service and Evaluation		
Consultants	$ 800.00	
Planning	800.00	
Title I Supplies - Instructional	2,500.00	
Title I Supplies - Reward	6,000.00	
Title I Supplies - Snack	5,000.00	
Title I Supplies - Home Reading-Language	2,000.00	
Home Reading-Language Mileage	200.00	
Title I Behavior Analyst Supplies	500.00	
Behavior Analyst Mileage	200.00	
Human Resources Coordinators Mileage	1,200.00	
Title I Summer School Supplies	1,300.00	
Title I Summer School Food	500.00	
Title I Summer School Field Trips	1,000.00	
Title I Evaluation Supplies	700.00	
Title I Evaluation Mileage	1,200.00	
Carthage College Cooperative Program Field Trips	2,000.00	
Title I Field Trips	2,000.00	$252,014.00
Fixed Charges - #800		
Fixed Charges	28,315.00	
Physical Examinations	600.00	28,915.00
Food Services - #900		
Food Services-Carthage College Cooperative Program	500.00	500.00
Equipment - #1230		
15 Tape Recorders	900.00	
1 Dictating Unit	500.00	
2 Typewriter Replacements	500.00	
1 Calculator	1,000.00	2,900.00
		$312,457.00

SUPPLEMENTARY PROPOSAL

FY 1970

PHASE IX - TRAINING TEENAGE TUTORS

This training program would be initiated in a regular junior course offered at St. Catherine's High School. Presently 200 students (100 per semester, 1969-70) have signed up for a course entitled, "Social Responsibilities" designed to consider poverty, war, racism, labor unions, welfare agencies, political responsibility, etc., as well as some fundamentals for tutorial teaching. Through the use of magazines, community resource agencies, active adult speakers, films, current paperbacks, field trips and in-service training, the social, educational and economic problems are discussed and experienced.

Such a program would meet the needs of two groups of people:

Teen Tutors - involved in a real problem through a theory and action program

Tutored Students - besides receiving remedial help in area of difficulty, it might mean establishing a satisfying relationship with a responsible person.

Hopefully, once trained, their volunteer help would be available for title programs in the summer or later.

BUDGET

Salaries	$ 6,000.00
Instruction	1,145.00
Fixed Charges	328.00
Rental of Building	1.00
Equipment	2,200.00
	$ 9,674.00